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BOOK REVIEWS

The German System of Industrial Schooling. By RALPH C. BUSSE, American Consul, Erfurt, Germany. Philadelphia, Pa.: Published by Public Education Association. Pp. 63.

The report is timely, coming, as it does, when educators and the general public alike are anxious to know what can be learned from the German industrial schools which will be pertinent to the American problem of education. The author states that his purpose is not to describe the organization and methods of these schools in detail, but rather to set forth the general principles on which the system is founded. He states, at the outset, the most significant of these principles when he says: "This system represents the result of many years' study and experience of the German people in endeavoring to solve the problems involved in the education of the *industrially employed youth* of the manufacturing communities."

He shows that Germany has, in truth, a "system" and that it is nicely adjusted to the purpose above mentioned. This system includes the common schools themselves, general trade schools, special trade schools, and engineering and scientific schools, thus offering progressive education for every grade of industrial worker.

Industrial continuation schools are generally a "part of the public-school system" and are supported by the local community, usually with state aid. "The total expenditures in Prussia for the industrial continuation schools amounted in 1911 to \$2,304,792, of which 52 per cent was borne by the municipalities, 35 per cent by the state, 2 per cent by associations and guilds, and 11 per cent by employers' contributions consisting of tuition fees which they are bound to pay for the employees, together with the sum which some of them contribute voluntarily."

The common schools lead naturally to the continuation schools in which not only trade subjects are given, but also physical, business, and civic training.

One chapter discusses "Trade Schools as a Substitute for Apprenticeship," another "Auxiliary Educational Facilities," while the final chapter deals with the relation of the schools to national industry. This shows that the splendid industrial success of Germany has not been a mere accident, but it also makes it clear that neither is it due to the industrial schools alone, or perhaps even mainly, but rather to the appropriateness of these schools to the whole social, economic, and political structure of the Empire.

Paper and Cardboard Construction. By GEORGE FRED BUXTON and FRED L. CURRAN. Peoria, Ill.: Manual Arts Press. Pp. 191. \$1.50.

This is a handbook for teachers desiring to give instruction in paper and cardboard work suitable for children in the primary grades, though the work is capable of application as high as the fifth grade. It contains just the kind of information which the grade teacher needs to enable her to carry on the work with pleasure and profit, both to the pupils and to herself. The information is both technical and